DOCUMENT RESUME

ED 152 742 SP 012 505

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TITLE Meeting the Needs of Precollege Psychology Students: Who Comes Closest: Humanistic or Behavioristic Teachers?
PUB DATE 31 Mar 78
NOTE 34p.; Paper presented at the Annual Meeting, American Educational Research Association (March 27-31, 1978, Toronto, Canada)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Course Content; Educational Objectives; *Individual Differences; *Psychology; Secondary Education; *Secondary School Teachers; *Teacher Characteristics; Teacher Orientation; *Teaching Styles; Thematic Approach
IDENTIFIERS *Behavioral Approach; *Humanistic Approach

ABSTRACT

Data taken from four studies of behavioristic and humanistic precollege psychology teachers in Florida and Mississippi are examined with respect to the objectives for offering and reasons for taking the psychology course, the topics and content that are and should be included in the course, and the audiovisual and instructional aids that are desired by both teachers and students for use in these courses. The teachers were compared in one form or another along 105 different variable combinations and were found to be statistically similar on 104 of them. When the two groups of teachers were compared with the various combinations of student response data, it was found that they were statistically similar on 83 of the 84 variables on which coefficients were computed. Finally, all 15 of the correlations among student data were found to be significant. Hence, only two of the 204 coefficients computed among these various group data were found to be at a nonsignificant level of agreement. Since these teachers were "identical" to one another and in their agreement with their students, the answer to who comes closest to meeting the needs and wants of precollege psychology students is simple: neither. This answer is significant in the fact that there is now empirical support for the argument that humanistic and behavioristic approaches to psychology are not dichotomous, but are indeed complementary to each other. (MJB/Author)

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ED152742

# Meeting the Needs of Precollege Psychology Students: Who Comes Closest: Humanistic or Behavioristic Teachers?

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Paper presented at the Annual Meeting of the American Educational Research Association, SIG: Affective Education, in Toronto, Canada. March 31, 1978

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# Meeting the Needs of Precollege Psychology Students: Who Comes Closest: Humanistic or Behavioristic Teachers?

Robert J. Stahl

The controversy over whether or not precollege psychology courses are "Humanistic" or "Behavioristic" in their orientation, content, methodology, and approach is a continual one among rather distant observers of this curriculum area. Stahl (1976, 1977) provided evidence that such a controversy may be a moot one to argue since what actually exists in the precollege psychology classrooms of these two apparently dicotomous groups is the same thing. According to his research in Florida and Mississippi secondary schools, Stahl has found that in actuality there exists very little difference between Humanistic and Behavioristic teachers (and their classes) in:

(a) The type, size, and location of the schools in which they offered their courses;

(b) The racial composition of their schools' student population;

(c) The number os sections of psychology they taught each day;

(d) The length of their separate psychology courses;

(e) The number of students on the average who enroll in their courses;

(f) The racial composition of their classes;

(g) The degree level of their college training;

(h) The current area of their teacher licenses or certificates;

(i) The number of semester credit hours in psychology they earned in their college coursework;

(j) The level of their perceived adequacy towards teaching the psychology course;

(k) The objectives they posited for their courses;

(l) The topics and content they included in their courses;

(m) The topics and content they thought should be included in their courses;

(n) The methods they used in teaching their psychology courses;

(o) The extent to which they felt a need for more instructional aids to assist them in their courses;

(p) The degree to which they indicated they would use these instructional materials if they were made available to them;

(q) The types of instructional materials and audio-visual aids they indicated they wanted to see made available to them for their use.

Of the 92 variables investigated for the 98 Humanistic and 58 Behavioristic Florida psychology teachers, a statistically-significant difference ($p < .05$) between these two groups of teachers was found for only four variables: (a) the objectives adjusting to life and vocational planning they set for their courses; (b) the use of the lecture-discussion method in their classrooms; and (c) the need for values clarification sheets they desired for their courses. Even here, they agreed on the exact ranking for three of these four variables. Of the 98 variables studied for the 16 Humanistic and 15 Behavioristic Mississippi psychology teachers, only five possessed significant differences between these two groups.

Stahl concluded that while individual teachers within each group varied widely with others in their respective group, when lumped together there existed no real clear-cut differences between Humanistic and Behavioristic teachers and their course content, objectives, methodology, and approach. Hence, the labels "Humanistic" and "Behavioristic" have no functional value in distinguishing teachers or courses from one another. Subsequently, these two labels should not be used to infer that any specific methodology, orientation, or approach can be associated with either label as if real differences did actually exist between these "Humanistic" and "Behavioristic" teachers and their courses.

In 1974-75 and 1975-76, Stahl also surveyed 1,215 Florida and 724 Mississippi high school students who were enrolled in precollege psychology courses in their respective states. The results of these surveys revealed that Florida and Mississippi psychology students were nearly identical in their demographic characteristics (i.e., age, sex, race, grade level, and grade received in Psychology for the previous grading term). These data also revealed they were quite similar in the reasons they had for signing up for the course, the topics they wanted taught, and the materials and audio-visual aids they wanted their teachers to use to teach them psychology.

This paper presents the analysis of the data obtained from these four surveys and compares the results along the following lines:

(a) the 98 Florida Humanistic teachers (FH) contrasted with their 58 Behavioristic counterparts (FB);

(b) the 16 Mississippi Humanistic teachers (MH) contrasted with their 15 Behavioristic counterparts (MB);

(c) the 114 total Humanistic teachers from both states (TOTAL H) contrasted with the 73 total Behavioristic teachers (TOTAL B);

(d) the 98 Florida Humanistic (FH) and 58 Behavioristic (FB) teachers contrasted with the 1,215 Florida (F) students;

(e) the 16 Mississippi Humanistic (MH) and 15 Behavioristic (MB) teachers contrasted with the 724 Mississippi (M) students; and

(f) the 114 total Humanistic teachers (TOTAL H) and 73 total Behavioristic teachers (TOTAL B) contrasted with the total 1,939 Florida and Mississippi students.

These data will be examined in respect to the objectives for offering (reasons for taking) the psychology course, the topics and content which are and should be included in the course, and the audio-visual and instructional aids that are desired by both teachers and students for use in these courses.

Course Objectives

One way to determine whether or not a course is approached or oriented in similar or different directions is by comparing the objectives set for the course by the separate groups of teachers. A list of 12 objectives frequently cited for high school psychology courses was included on the survey form with instructions to check any and all those the teacher set for their courses (see Appendix, Tables 1-4). The FH teachers agreed at a much higher level with their MH counterparts (.92) than they did with their FB counterparts (.66) in the priorities they gave for these instructional objectives[1] (see Table 1). The FB teachers likewise agreed highly with their MB counterparts on

[1]All coefficients used here are based upon the Spearman Rank Correlation procedure.

TABLE 1

Spearman Rank Order Correlation Coefficients Relative to the Objectives the Humanistic and Behavioristic Teachers Posited For Their Psychology Courses and the Reasons Why the Students Enrolled in These Courses.

| GROUPS | Fla Hum. | Fla Beh. | Mis Hum. | Mis Beh. | Tot Hum. | Tot Beh. | Tot H&B | Fla Stud | Mis Stud | Tot Stud |
|---|---|---|---|---|---|---|---|---|---|---|
| 98 Fla Humanistic | - | .66 | .92 | .55 | .99 | .63 | .94 | .69 | .76 | .73 |
| 58 Fla Benavioristic | | - | .69 | .89 | .66 | .96 | .80 | .73 | .72 | .74 |
| 16 Miss Humanistic | | | - | .59 | .94 | .66 | .97 | .63 | .65 | .63 |
| 15 Miss Behavioristic | | | | - | .54 | .96 | .68 | .56 | .56 | .60 |
| 114 Total Humanistic | | | | | - | .63 | .95 | .71 | .77 | .74 |
| 73 Total Behavioristic | | | | | | - | .76 | .67 | .66 | .70 |
| 187 Total Human & Behav | | | | | | | - | .72 | .75 | .73 |
| 1,215 Fla Students | | | | | | | | - | .98 | .99 |
| 724 Miss Students | | | | | | | | | - | .99 |
| 1,939 Total Fla & Miss St | | | | | | | | | | - |

N = 12 Objectives
All 45 correlation coefficients are significant at the .05 level.

$p < .01$, $r_s = .71$ $p < .05$, $r_s = .49$

TABLE 2

Spearman Rank Order Correlation Coefficients Relative to the Topics and Content the Humanistic and Behavioristic Teachers Included in Their Psychology Courses and the Topics the Students Wanted to See Taught in These Courses.

| GROUPS | Fla Hum. | Fla Beh. | Mis Hum. | Mis Beh. | Tot Hum. | Tot Beh. | Tot H&B | Fla Stud | Mis Stud | Tot Stud |
|---|---|---|---|---|---|---|---|---|---|---|
| 98 Fla Humanistic | - | .85 | .71 | .77 | .94 | .86 | .97 | .59 | .39 | .51 |
| 58 Fla Behavioristic | | - | .68 | .77 | .86 | .99 | .92 | .61 | .37 | .51 |
| 16 Miss Humanistic | | | - | .51 | .74 | .66 | .75 | .78 | .69 | .79 |
| 15 Miss Behavioristic | | | | - | .78 | .84 | .82 | .53 | .31 | .43 |
| 114 Total Humanistic | | | | | - | .87 | .94 | .66 | .44 | .58 |
| 73 Total Behavioristic | | | | | | - | .93 | .62 | .36 | .51 |
| 187 Total Human & Behav | | | | | | | - | .66 | .42 | .57 |
| 1,215 Fla Students | | | | | | | | - | .88 | .98 |
| 724 Miss Students | | | | | | | | | - | .94 |
| 1,939 Total Fla & Miss St | | | | | | | | | | - |

N = 22 Topics

Only 1 of these 45 correlation coefficients (.31) was found not to be significant at the .05 level.

$p < .01$, $r_s = .51$ $p < .05$, $r_s = .36$

the stress they placed on these different objectives (.89). The MH and MB teachers tended to agree less often on the priorities they placed on the objectives listed (.59). The TOTAL H and TOTAL B teachers also were similar in their rankings of these objectives (.63). Hence, the conclusion is that these two groups of teachers tended to stress the same objectives at about the same levels of priority in their respective precollege psychology classrooms.

The students were given the identical 12 objectives as were given the teachers except that the wording was altered to convert the objectives into reasons for taking the course instead of objectives in offering it. They also could check any and all the reasons they had for enrolling in their psychology course. The results revealed that the FH and FB teachers were nearly identical in the level of compatability between their course objectives and the reasons why the F students signed up for their courses (.69 and .73, respectively). A similar pattern of compatability was found in comparing the MH and MB teachers with the M students (.65 and .56, respectively). Overall, the 114 TOTAL H and 73 TOTAL B teachers were also very similar in their rankings of these objectives when compared to the reasons the 1,939 TOTAL students gave for enrolling in psychology courses in these two states (.74 and .70, respectively). Incredibly, the F and M students agreed almost completely on the reasons why they took their psychology courses (.98).

Course Content (What is taught)

Information was obtained relative to the topics and content which these two groups of teachers included in their respective courses. A list of 22 topics frequently covered in precollege psychology courses was provided as were instructions to check any and all of those topics which the teachers actually did cover in their courses (see Appendix, Tables 5-8). The analysis of the results of the rankings revealed that the FH teachers taught much the same content as their FB counterparts (.85) and their MH colleagues (.71). The FB teachers were in close agreement with their MB counterparts (.77). (See Table 2). At the same time, the MH and MB teachers were not so similar in the priority rankings their groups assigned these topics (.51). Interestingly, when rankings for the combined TOTAL H and TOTAL B were analyzed, it was found that these two sets of teachers taught very much the same content and topics in their (seemingly or supposedly diverse ?) respective courses (.87).

The rankings for what these teachers included in their courses were compared to the rankings reflecting what their students wanted to see taught in their psychology courses (see Table 2). The student data were obtained from their frequency totals regarding the same 22 topics which were listed on the teacher questionnaire form. The results of the rank order correlation analysis revealed that the FH and FB teachers were very similar in the amount of agreement they had between what they actually included in their courses and what the 1,215 F students thought should be included in them (.59 and .61, respectively). A more dramatic difference appeared to exist between the MH and MB teachers in their comparison with the wishes of the 724 M students (.69 and .31, respectively), but this difference was not found to be significant when the two coefficients were compared statistically. And as a whole, the TOTAL H teachers faired better than the TOTAL B teachers in their agreement with all 1,939 students from the two states (.58 and .51, respectively). This contrast between teachers and students must be considered in light of the higher level of correlation attained between the two sets of students (.88).

These data suggest that in general, H and B teachers are more likely to agree with their fellow teaching counterparts on the content they include in their respective courses than they are to agree with the content and topics the students believed should be included in these courses. Interestingly, of the 45 Spearman rank order correlation coefficients found in Table 2, only one (.31) was found to be at a

statistically insignificant level ($p < .05$). And, while these different correlations may appear to show vast differences in the levels of agreement (e.g., .31 contrasted with .69), these two coefficients are not statistically different from eachother to warrant the conclusion that one is that much different from the other in respect to the particular variable being considered. This interpretation holds true for all data and coefficients reported here.

Course Content (What ought to be taught)

Believing that in some cases teachers are restricted or handicapped from teaching the topics and content they really think should be taught in their psychology courses, an item included in the survey asked these teachers to mark those topics they thought ought to be included in precollege psychology courses. The same list of 22 topics as provided previously for another item was included in the questionnaire (see Appendix, Tables 9-12). The results of the data analysis of their rankings for this set of topics revealed that the FH teachers were at a high level of agreement with their FB counterparts (.87) and the MH teachers (.92) as to the topics they thought should be included in their courses (see Table 3). The FB teachers agreed with their MB colleagues on the topics their courses should contain (.84). And, the MH and MB agreed on the priorities that should be given to the topics they believed these courses should contain (.67). As collective groups, the 114 TOTAL H and 73 TOTAL B teachers agreed very highly as to the topics and content these courses should include (.86).

The rankings for what these teachers thought should be included were compared to the rankings given by students as to the topics they wanted their psychology courses to contain. The FH and FB teachers tended to be somewhat similar in the degree of their consistency with the rankings assigned these 22 topics with those rankings assigned by the 1,215 F students (.77 and .60, respectively). This pattern was also found among the MH and MB teachers and their students (.64 and .44, respectively). When lumped together, the TOTAL H had a slightly higher correlation coefficient than their TOTAL B counterparts (.70 and .55, respectively) in regards to their consistency with the rankings by the 1,939 F and M students.

Table 4 illustrates the degree of agreement between the various groups of H and B teachers for the topics they actually included in their courses and those they believed should be included in these precollege psychology courses. The high levels of consistency between these two sets of rankings as evidenced by Table 4 reveals that in general both sets of teachers were actually teaching the content and topics they thought should be included in their psychology courses. Hence, there appear to be few restraints which operate to prevent these teachers as a group from including in their courses what they believe should be taught in them. However, this is not to suggest that individual teachers in one or both groups are free of all handicaps or restraints which might prevent them from including certain content they believe they should be allowed to include in their courses. Nor does it suggest that these teachers all have the same level of academic freedom to teach these topics to the depth and degree they believe these topics and concepts should be covered. And, if teachers set as part of their objectives for a course the topics they believe should be covered during the course, then these data would suggest that teachers in both groups are relatively successful in at least covering most of the topics these content-specific objectives imply must be covered. Finally, these data do not reflect in any way on the quality of which these topics and material are covered and/or learned; they merely represent quantitative data relevant to this issue.

TABLE 3

Spearman Rank Order Correlation Coefficients Relative to the Topics and Content the Humanistic and Behavioristic Teachers Thought Should be Included in Precollege Psychology Courses and the Topics the Students Wanted to See Taught in These Courses.

| GROUPS | Fla Hum. | Fla Beh. | Mis Hum. | Mis Beh. | Tot Hum. | Tot Beh. | Tot H&B | Fla Stud | Mis Stud | Tot Stud |
|---|---|---|---|---|---|---|---|---|---|---|
| 98 Fla Humanistic | - | .87 | .92 | .78 | .99 | .87 | .98 | .77 | .60 | .70 |
| 58 Fla Behavioristic | | - | .73 | .84 | .85 | .99 | .94 | .60 | .39 | .51 |
| 16 Miss Humanistic | | | - | .67 | .94 | .74 | .88 | .76 | .64 | .72 |
| 15 Miss Behavioristic | | | | - | .78 | .90 | .86 | .65 | .44 | .58 |
| 114 Total Humanistic | | | | | - | .86 | .97 | .77 | .61 | .70 |
| 73 Total Behavioristic | | | | | | - | .94 | .64 | .42 | .55 |
| 187 Total Human & Behav | | | | | | | - | .76 | .59 | .69 |
| 1,215 Fla Students | | | | | | | | - | .88 | .98 |
| 724 Miss Students | | | | | | | | | - | .94 |
| 1,939 Total Fla & Miss St | | | | | | | | | | - |

N = 22 Topics
All 45 correlation coefficients are significant at the .05 level.

$p < .01$, $r_s = .51$ $p < .05$, $r_s = .36$

TABLE 4

Spearman Rank Order Correlation Coefficients Relative to the Relationship Between the Topics and Content the Humanistic and Behavioristic Teachers Actually Taught in Their Psychology Courses and the Topics and Content These Same Teachers Thought Should be Included in Psychology Courses Offered on the Precollege Level.

| GROUPS | Fla Hum. | Fla Beh. | Mis Hum. | Mis Beh. | Tot Hum. | Tot Beh. | Tot H&B | Fla Stud | Mis Stud | Tot Stud |
|---|---|---|---|---|---|---|---|---|---|---|
| 98 Fla Humanistic | .88 | - | - | - | .89 | - | .87 | - | - | - |
| 58 Fla Behavioristic | | .82 | - | - | - | .85 | .81 | - | - | - |
| 16 Miss Humanistic | | | .75 | - | .80 | - | .80 | - | - | - |
| 15 Miss Behavioristic | | | | .85 | - | .80 | .78 | - | - | - |
| 114 Total Humanistic | | | | | .87 | - | .87 | - | - | - |
| 73 Total Behavioristic | | | | | | .86 | .82 | - | - | - |
| 187 Total Human & Behav | | | | | | | .88 | - | - | - |
| 1,215 Fla Students | | | | | | | | - | - | - |
| 724 Miss Students | | | | | | | | | - | - |
| 1,939 Total Fla & Miss St | | | | | | | | | | - |

N = 22 Topics
All 17 correlation coefficients are significant at the .005 level ($r_s = .56$)

Instructional Aids and Audio-Visual Material Resources

Information was also obtained from these teachers as to the types of instructional aides and resources they wanted to see made available to them for their use in teaching psychology. The students were asked to check those audio-visual aids and materials they wanted to see their teachers use in teaching them psychology (see Appendix, Tables 13-16). Fifteen items were listed on each questionnaire form with some slight differences in the exact items provided on the teacher and student forms. The F and M teachers received the same 15 items and the F and M students were given the same items to check off.

Table 5 identifies the correlation coefficients comparing the items each group was provided containing all 15 items in common with their particular questionnaire form. Table 6 identifies the coefficients comparing only the 13 items which were common to both the teacher and student survey forms. As Table 5 reveals, the FH teachers compared highly with their FB (.84) and MH (.68) counterparts in the types of instructional materials they wanted to have for their courses. The FB teachers faired less well with their MB colleagues (.53). As a combined group. the TOTAL H and TOTAL B teachers were much alike in the kinds of materials they wanted to use in their psychology classrooms (.77). The high coefficients among the students reveals nearly identical needs they had relative to the instructional materials they wanted their teachers to use to teach them psychology (.94, .96, and .98, respectively).

When the groups were compared for only those 13 items common to all the survey forms, the degree of agreement among these groups rose (Table 6). The FH teachers agreed more closely with their FB counterparts (.88) and their MH colleagues (.83) while the FB and MB teachers also increased the level of their agreement for these materials (.79). The MH and MB teachers had a respectable level of consistency in the degree of their needs for these instructional materials (.63). As combined groups, the TOTAL H and TOTAL B teachers has a high level of consistency between their mutual desires and needs relative to these items (.82). In comparing the needs of these teachers with the desires of their students, the FH and FB teachers were in close agreement with the desires of their students' rankings (.80 and .77, respectively) as were the MH and MB teachers with their students (.79 and .81, respectively). When compared to the TOTAL student rankings, the TOTAL H and TOTAL B teachers were identical in the degree of compatability in rankings with their students (.71).

Summary and Conclusions

In reviewing the data found in Tables 1 through 6, the Humanistic and Behavioristic teachers in one form or another were compared along 105 different variable combinations and were found to be statistically similar ($p$ .05) on 104 of them. When the two groups of teachers were compared with the various combinations of student response data, it was found that they statistically similar on 83 of the 84 variables on which coefficients were computed. Finally, all 15 of the correlations among student data were found to be significant. Hence, only 2 of the 204 coefficients computed among these various group data were found to be at an insignificant level of agreement.

These results indicate that there is no real difference between these two sets of teachers in their course objectives, content, and topics; in their beliefs about what these courses should include in terms of content and topics; in their level of consistency between what they believe should be taught and what they actually teach in these courses; and in their priorities for the types of audio-visual and other instructional aids they would like to see made available to them for teaching their courses. Thus, as groups of teachers, these teachers are for the most part identical to each other.

TABLE 5

Spearman Rank Order Correlation Coefficients Relative to the Types of Audio-Visual Aids and Instructional Materials the Humanistic and Behavioristic Teachers Wanted to See Made Available to Them For Use in Teaching Psychology and the Types of These Materials Their Students Wanted To See Them Use: Rankings for all 15 Items.

| GROUPS | Fla Hum. | Fla Beh. | Mis Hum. | Mis Beh. | Tot Hum. | Tot Beh. | Tot H&B | Fla Stud | Mis Stud | Tot Stud |
|---|---|---|---|---|---|---|---|---|---|---|
| 98 Fla Humanistic | - | .84 | .68 | .40 | .99 | .74 | .96 | NA | NA | NA |
| 58 Fla Behavioristic | | - | .59 | .53 | .87 | .92 | .91 | NA | NA | NA |
| 16 Miss Humanistic | | | - | .51 | .70 | .52 | .75 | NA | NA | NA |
| 15 Miss Behavioristic | | | | - | .42 | .64 | .56 | NA | NA | NA |
| 114 Total Humanistic | | | | | - | .77 | .98 | NA | NA | NA |
| 73 Total Behavioristic | | | | | | - | .84 | NA | NA | NA |
| 187 Total Human & Behav | | | | | | | - | NA | NA | NA |
| 1,215 Fla Students | | | | | | | | - | .94 | .98 |
| 724 Miss Students | | | | | | | | | - | .96 |
| 1,939 Total Fla & Miss St | | | | | | | | | | - |

N = 15 Types of Instructional Aids and Resources

$p < .01$, $r_s = .62$ $p < .05$, $r_s = .44$

TABLE 6

Spearman Rank Order Correlation Coefficients Relative to the Types of Audio-Visual Aids and Instructional Materials the Humanistic and Behavioristic Teachers Wanted to See Made Available to Them For Use in Teaching Psychology and the Types of These Materials Their Students Wanted To See Them Use: Rankings for the 13 Items Which Were Common to All the Questionnaire Survey Forms.

| GROUPS | Fla Hum. | Fla Beh. | Mis Hum. | Mis Beh. | Tot Hum. | Tot Beh. | Tot H&B | Fla Stud | Mis Stud | Tot Stud |
|---|---|---|---|---|---|---|---|---|---|---|
| 98 Fla Humanistic | - | .88 | .83 | .51 | .99 | .79 | .97 | .80 | .74 | .72 |
| 58 Fla Behavioristic | | - | .79 | .63 | .91 | .95 | .93 | .77 | .73 | .70 |
| 16 Miss Humanistic | | | - | .63 | .86 | .76 | .89 | .67 | .79 | .74 |
| 15 Miss Behavioristic | | | | - | .53 | .75 | .64 | .66 | .81 | .79 |
| 114 Total Humanistic | | | | | - | .82 | .98 | .78 | .74 | .71 |
| 73 Total Behavioristic | | | | | | - | .87 | .70 | .74 | .71 |
| 187 Total Human & Behav | | | | | | | - | .80 | .81 | .76 |
| 1,215 Fla Students | | | | | | | | - | .87 | .93 |
| 724 Miss Students | | | | | | | | | - | .96 |
| 1,939 Total Fla & Miss St | | | | | | | | | | - |

N = 13 Types of Instructional Aids and Resources
All 45 correlation coefficients are significant at the .05 level.

$p < .01$, $r_s = .67$ $p < .05$, $r_s = .48$

Contrary to what one may (or hoped to) expect, these data also reveal that there is no difference between Humanistic and Behavioristic teachers in the degree to which their course objectives compare to the reasons why their students enroll in these courses; their courses include the topics and content their students want and desire to see included in their psychology courses; their own beliefs about what these courses should contain in the way of content are congruent to the content desires of their students; and their own beliefs about the types of instructional materials they would like to have avialable to use in these courses are congruent to the types their students would like to see them use to teach them psychological content. In short, these Humanistic and Behavioristic teachers were identical in the compatability between their responses and those of their student along the variables described.

Hence, who comes closest to meeting the needs and wants of precollege psychology students? The answer is simple. Since these teachers are identical to one another and in their agreement with their students, the answer has to be that neither Humanistic nor Behavioristic teachers are closer to meeting the needs of their students. For this reason, those individuals who continue to insist that these labels do represent something significant in terms of what really takes place in the "real world of the classroom and school" must learn to accept the harsh reality of life and seek other labels to identify what they hope are more meaningful labels. The implications of these data and findings are far reaching. No less significant is the fact that there is now empirical support for the arguement that Humanistic and Behavioristic approaches are not dicotomous but are indeed complementary to each other.

TABLE 1

Comparison of Rankings for Course Objectives Between the Behavioristic and Humanistic Teachers[a]

| Objectives | Behavioristic Teachers F | % | R | Humanistic Teachers F | % | R | $X^{2b}$ | p |
|---|---|---|---|---|---|---|---|---|
| A) Understand personal problems | 50 | 86.2 | 1 | 92 | 93.9 | 1 | 1.77 | .18 |
| B) Understand myself as an indiv. | 47 | 81.0 | 2 | 89 | 90.8 | 2 | 2.31 | .13 |
| C) Assist in life adjustment | 44 | 75.9 | 3 | 88 | 89.8 | 3 | 4.42 | .04* |
| D) Develop apprec. for psychology | 40 | 69.0 | 4 | 56 | 57.1 | 9 | 1.68 | .19 |
| E) Prep for college psych courses | 36 | 62.1 | 5 | 50 | 51.0 | 11 | 1.38 | .24 |
| F) Assist developmt of phil of life | 35 | 60.3 | 7.5 | 72 | 73.5 | 4.5 | 2.34 | .13 |
| G) Cope with adolescence | 35 | 60.3 | 7.5 | 72 | 73.5 | 4.5 | 2.34 | .13 |
| H) Eliminate misconcpts abt psy | 35 | 60.3 | 7.5 | 61 | 62.2 | 7.5 | .00 | .95 |
| I) Apply psychological knowledge | 35 | 60.3 | 7.5 | 61 | 62.2 | 7.5 | .00 | .95 |
| J) Assist in future fam. planning | 33 | 56.9 | 10 | 67 | 68.4 | 6 | 1.61 | .20 |
| K) Understand vocab. of psychology | 32 | 55.2 | 11 | 55 | 56.1 | 10 | .00 | .96 |
| L) Assist in vocational planning | 8 | 13.8 | 12 | 29 | 29.6 | 12 | 4.19 | .04* |
| M) Other | 7 | 12.1 | -- | 9 | 9.2 | -- | ---- | --- |
| | (N=58) | | | (N=98) | | | *p < .05 | |

[a] $r_s(12) = .66$, $p < .02$

[b] df(1)

Florida Teachers

TABLE 2

Objectives Set For Courses Taught By The Humanistic and Behavioristic Psychology Teachers

| Objectives | Humanistic Teachers F | % | R | Behavioristic Teachers F | % | R | p[a] |
|---|---|---|---|---|---|---|---|
| a) Understand and accept self as an individual | 16 | 100.0 | 1.5 | 13 | 86.7 | 1 | .44 |
| b) Understand personal problems | 16 | 100.0 | 1.5 | 12 | 80.0 | 3.5 | .20 |
| c) Assist in life adjustment | 14 | 87.5 | 3.5 | 12 | 80.0 | 3.5 | .94 |
| d) Apply psy. knowledge | 13 | 81.3 | 5.5 | 10 | 66.7 | 6.5 | .61 |
| e) Develop appreciation for psychology | 10 | 62.5 | 7 | 12 | 80.0 | 3.5 | .50 |
| f) Cope with adolescence | 14 | 87.5 | 3.5 | 8 | 53.3 | 9.5 | .09 |
| g) Develop philosophy of life | 13 | 81.3 | 5.5 | 9 | 60.0 | 8 | .36 |
| h) Eliminate misconceptions about psychology | 8 | 50.0 | 8 | 12 | 80.0 | 3.5 | .17 |
| i) Assist in preparing for family life | 7 | 43.8 | 9 | 8 | 53.3 | 9.5 | .86 |
| j) Prepare for college psychology courses | 5 | 31.3 | 12 | 10 | 66.7 | 6.5 | .11 |
| k) Understand vocabulary | 6 | 37.5 | 10.5 | 7 | 46.7 | 11 | .88 |
| l) Vocational planning | 6 | 37.5 | 10.5 | 4 | 26.7 | 12 | .79 |
| m) Other | 0 | 0.0 | -- | 1 | 6.7 | -- | -- |
| $\bar{X}$ = | 8.00 | | | 7.87 | | | |

[a] p based on Chi-square (df = 1)

Mississippi Teachers

TABLE 3

Comparison of the Rankings of Mississippi and Florida Student Data for the Reasons They Enroll in Precollege Psychology Courses

| Reasons | Mississippi Student Responses F | % | R | Florida Student Responses F | % | R |
|---|---|---|---|---|---|---|
| a) To help me understand and deal with my personal problems | 446 | 61.6 | 1 | 628 | 51.7 | 1 |
| b) To assist me in adjusting to life and in solving life's problems | 394 | 54.4 | 2 | 561 | 46.2 | 2 |
| c) To ehlp me better understand and accept myself as an individual | 386 | 53.3 | 3 | 555 | 45.7 | 3 |
| d) To assist me in preparing for my future family life | 341 | 47.1 | 4 | 438 | 36.0 | 5 |
| e) To apply psychological knowledge to understand contemporary social problems and events | 256 | 35.4 | 5 | 512 | 42.1 | 4 |
| f) To prepare me for college psychology courses | 254 | 35.1 | 6 | 434 | 35.7 | 6 |
| g) To assist me in developing a basic philosophy of life | 221 | 30.5 | 7 | 429 | 35.3 | 7 |
| h) To ehlp me cope with problems associated with emerging adolescence | 216 | 29.8 | 8 | 285 | 23.5 | 9 |
| i) To help me develop an appreciation for psychology as a field of scientific knowledge and inquiry | 202 | 27.9 | 9 | 376 | 30.9 | 8 |
| j) To eliminate many of the misconceptions I have about psychology and psychologists | 142 | 19.6 | 10 | 222 | 18.4 | 11 |
| k) To help me in my vocational planning | 118 | 16.3 | 11 | 224 | 18.4 | 10 |
| l) To assist me in understanding the vocabulary associated with psychology | 104 | 14.4 | 12 | 202 | 16.6 | 12 |
| m) Other | 171 | 23.6 | -- | 197 | 16.2 | -- |

NOTE: The rank-order correlation coefficient for these two sets of data is .98 ($p < .001$). The $\Sigma d^2 = 6$.

TABLE 4

Reasons Why and Objectives For Precollege Psychology Courses as Established by These Humanistic and Behavioristic Teachers and the Reasons Why Secondary School Students Enroll in These Courses

| OBJECTIVES/REASONS | Florida | | Mississippi | | Fla/Ms Combined | | | Fla/Ms Students | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H | B | H | B | H | B | T | M | F | Comb. |
| a) Help Ss understand and deal with their personal problems | 1 | 1 | 1.5 | 3.5 | 1 | 1 | 1 | 1 | 1 | 1 |
| b) Help Ss understand and accept themselves as individuals | 2 | 2 | 1.5 | 1 | 2 | 2 | 2 | 3 | 3 | 3 |
| c) Assist Ss in adjusting to life & solving life's problms. | 3 | 3 | 3.5 | 3.5 | 3 | 3 | 3 | 2 | 2 | 2 |
| d) Assist Ss in developing a basic philosophy of life | 4.5 | 7.5 | 5.5 | 8 | 5 | 6 | 4.5 | 7 | 7 | 7 |
| e) Help Ss cope with problems of emerging adolescence | 4.5 | 7.5 | 3.5 | 9.5 | 4 | 9.5 | 4.5 | 8 | 9 | 9 |
| f) Help Ss apply psychological knowledge to current problems | 7.5 | 7.5 | 5.5 | 6.5 | 6.5 | 7 | 6 | 5 | 4 | 5 |
| g) Help Ss develop an appreciation for psy. as field of scientific knowledge and inquiry | 9 | 4 | 7 | 3.5 | 9 | 4 | 7 | 9 | 8 | 8 |
| h) Help Ss eliminate many of their misconceptions abt psychology and psychologists | 7.5 | 7.5 | 8 | 3.5 | 8 | 5 | 8 | 10 | 11 | 10 |
| i) Assist Ss in preparing for their future family life | 6 | 10 | 9 | 9.5 | 6.5 | 10 | 9 | 4 | 5 | 4 |
| j) Prepare Ss for college psychology courses | 11 | 5 | 12 | 6.5 | 11 | 6 | 10 | 6 | 6 | 6 |
| k) Assist Ss understand the vocabulary associated with psychology | 10 | 11 | 10.5 | 11 | 10 | 11 | 11 | 12 | 12 | 12 |
| l) Help Ss in their vocational planning | 12 | 12 | 10.5 | 12 | 12 | 12 | 12 | 11 | 10 | 11 |

TABLE 5

Comparison of Rankings For Topics Included Within Psychology Courses Between the Behavioristic and Humanistic Teachers[a]

| Topics | Behavioristic Teachers F | % | R | Humanistic Teachers F | % | R | $x^2$[b] | p | p<.05 |
|---|---|---|---|---|---|---|---|---|---|
| A. Mental illness | 54 | 93.1 | 1 | 85 | 86.7 | 4.5 | .9368 | .3331 | n.s. |
| B. Personality theory | 51 | 87.9 | 2 | 88 | 89.8 | 1.5 | .0091 | .9240 | n.s. |
| C. Abnormal behavior | 49 | 84.5 | 3 | 73 | 74.5 | 8 | 1.5886 | .2075 | n.s. |
| D. Emotions | 47 | 81.0 | 4.5 | 88 | 89.8 | 1.5 | 1.7077 | .1913 | n.s. |
| E. Mental health | 47 | 81.0 | 4.5 | 86 | 87.8 | 3 | .8292 | .3625 | n.s. |
| F. Social behavior | 44 | 75.9 | 6.5 | 85 | 86.7 | 4.5 | 2.2978 | .1296 | n.s. |
| G. Intelligence | 44 | 75.9 | 6.5 | 77 | 78.6 | 6 | .0374 | .8466 | n.s. |
| H. Motivation | 42 | 72.4 | 8 | 71 | 72.4 | 9.5 | .0326 | .8567 | n.s. |
| I. Drugs, alcoholism, etc | 41 | 70.7 | 9.5 | 71 | 72.4 | 9.5 | .0027 | .9586 | n.s. |
| J. Learning and thinking | 41 | 70.7 | 9.5 | 60 | 61.2 | 13 | 1.0454 | .3166 | n.s. |
| K. Parapsychology, ESP | 40 | 69.0 | 11 | 62 | 63.3 | 12 | .3015 | .5829 | n.s. |
| L. Mental retardation | 38 | 65.5 | 12 | 51 | 52.0 | 16.5 | 2.1786 | .1399 | n.s. |
| M. The adolsecent | 35 | 60.3 | 13.5 | 74 | 75.5 | 7 | 3.2929 | .0696 | n.s. |
| N. History of psychology | 35 | 60.3 | 13.5 | 51 | 52.0 | 16.5 | .7077 | .4002 | n.s. |
| O. Growth and development | 34 | 58.6 | 15.5 | 58 | 59.2 | 14 | .0099 | .9209 | n.s. |
| P. Sensation and perception | 34 | 58.6 | 15.5 | 49 | 50.0 | 18 | .7689 | .3806 | n.s. |
| Q. Heredity and genetics | 33 | 56.9 | 17 | 47 | 48.0 | 19 | .8346 | .3609 | n.s. |
| R. Marriage and the family | 32 | 55.2 | 18 | 56 | 57.1 | 15 | .0053 | .9420 | n.s. |
| S. Love | 29 | 50.0 | 19 | 64 | 65.3 | 11 | 2.9383 | .0865 | n.s. |
| T. Child care | 19 | 32.8 | 20.5 | 36 | 36.7 | 20 | .1082 | .7422 | n.s. |
| U. Human body, physiology | 19 | 32.8 | 20.5 | 28 | 28.6 | 21 | .1372 | .7111 | n.s. |
| V. Statistics | 13 | 22.4 | 22 | 18 | 18.4 | 22 | .1636 | .6858 | n.s. |

[a] $r_s(22) = .87$, $p < .001$

[b] $df(1)$

Florida Teachers

TABLE 6

Topics and Content Included in Courses Taught By The Humanistic and Behavioristic Psychology Teachers

| Topics | Humanistic Teachers F | % | R | Behavioristic Teachers F | % | R | p[a] |
|---|---|---|---|---|---|---|---|
| a) Personality theory | 15 | 93.8 | 1 | 13 | 86.7 | 2.5 | .95 |
| b) Social behavior | 14 | 87.5 | 2 | 13 | 86.7 | 2.5 | .64 |
| c) Mental illness | 13 | 81.3 | 4 | 13 | 86.7 | 2.5 | .94 |
| d) Emotions | 13 | 81.3 | 4 | 12 | 80.0 | 7 | .71 |
| e) Drugs, alcoholism, etc. | 12 | 75.0 | 6.5 | 12 | 80.0 | 7 | .92 |
| f) Intelligence | 10 | 62.5 | 9.5 | 12 | 80.0 | 7 | .50 |
| g) Motivation | 10 | 62.5 | 9.5 | 12 | 80.0 | 7 | .50 |
| h) Mental health | 13 | 81.3 | 4 | 10 | 66.7 | 13 | .61 |
| i) The adolescent | 11 | 68.8 | 8 | 11 | 73.3 | 10.5 | .91 |
| j) Abnormal behavior | 9 | 56.3 | 13.5 | 13 | 86.7 | 2.5 | .14 |
| k) Love | 12 | 75.0 | 6.5 | 9 | 60.0 | 15.5 | .61 |
| l) Growth and development | 9 | 56.3 | 13.5 | 11 | 73.3 | 10.5 | .54 |
| m) Mental retardation | 9 | 56.3 | 13.5 | 10 | 66.7 | 13 | .82 |
| n) Learning and thinking | 6 | 37.5 | 18.5 | 12 | 80.0 | 7 | .04* |
| o) Marriage and the family | 9 | 56.3 | 13.5 | 8 | 53.3 | 17 | .84 |
| p) Heredity and genetics | 6 | 37.5 | 18.5 | 10 | 66.7 | 13 | .21 |
| q) Senation and perception | 7 | 43.8 | 17 | 9 | 60.0 | 15.5 | .59 |
| r) History of psychology | 9 | 56.5 | 13.5 | 6 | 40.0 | 18 | .59 |
| s) Parapsychology, esp | 9 | 56.5 | 13.5 | 6 | 40.0 | 18 | .59 |
| t) Human body-physiology | 5 | 31.3 | 20 | 6 | 40.0 | 18 | .89 |
| u) Child care | 2 | 12.5 | 21.5 | 5 | 33.3 | 21 | .34 |
| v) Statistics | 2 | 12.5 | 21.5 | 3 | 20.0 | 22 | .94 |
| | $\bar{X}$ = 12.8 | | | 14.4 | | | *p < .05 |

[a] p based on Chi-square (df = 1).

Mississippi Teachers

TABLE 7

Topics the Humanistic and Behavioristic Psychology Teachers Included in Their Courses and Those Topics Their Students Believed Should be Included in Psychology Courses Taught on the Precollege Level

| TOPICS | Florida | | Mississippi | | Fla/Ms Combined | | | Fla/Ms Students | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H | B | H | B | H | B | T | M | F | Comb. |
| a) Personality Theory | 1.5 | 2 | 1 | 2.5 | 1 | 2 | 1 | 6 | 3 | 4 |
| b) Mental Illness | 4.5 | 1 | 4 | 2.5 | 5 | 1 | 2 | 7 | 5 | 6 |
| c) Emotions | 1.5 | 4.5 | 4 | 7 | 2 | 4 | 3 | 1 | 1 | 1 |
| d) Social Behavior | 4.5 | 6.5 | 2 | 2.5 | 3.5 | 5.5 | 4.5 | 5 | 2 | 3 |
| e) Mental Health | 3 | 4.5 | 4 | 13 | 3.5 | 5.5 | 4.5 | 10 | 14 | 13.5 |
| f) Abnormal Behavior | 8 | 3 | 13.5 | 2.5 | 9 | 3 | 6 | 8.5 | 6 | 8 |
| g) Intelligence | 6 | 6.5 | 9.5 | 7 | 6 | 7 | 7 | 15 | 13 | 13.5 |
| h) Drugs, Alcoholism,etc. | 9.5 | 9.5 | 6.5 | 7 | 8 | 9.5 | 8 | 4 | 10 | 7 |
| i) Motivation | 9.5 | 8 | 9.5 | 7 | 10 | 8 | 9 | 17 | 15.5 | 17 |
| j) The Adolescent | 7 | 13.5 | 8 | 10.5 | 7 | 12.5 | 10 | 12 | 8 | 10 |
| k) Learning and Thinking | 13 | 9.5 | 18.5 | 7 | 14 | 9.5 | 11 | 13 | 12 | 11 |
| l) Parapsychology, Esp | 12 | 11 | 13.5 | 18 | 12 | 12.5 | 12 | 14 | 11 | 12 |
| m) Love | 11 | 19 | 6.5 | 15.5 | 11 | 19 | 13 | 2 | 4 | 2 |
| n) Growth and Developmt | 14 | 15.5 | 13.5 | 10.5 | 13 | 14 | 14 | 16 | 15.5 | 16 |
| o) Mental Retardation | 16.5 | 12 | 13.5 | 13 | 16.5 | 11 | 15 | 10 | 9 | 9 |
| p) Marriage & the Family | 15 | 18 | 13.5 | 17 | 15 | 18 | 16 | 3 | 7 | 5 |
| q) History of Psychology | 16.5 | 13.5 | 13.5 | 18 | 16.5 | 17 | 17 | 20 | 20 | 20 |
| r) Sensation & Percept. | 18 | 15.5 | 17 | 15.5 | 18 | 15.5 | 18 | 21 | 18 | 19 |
| s) Heredity & Genetics | 19 | 17 | 18.5 | 13 | 19 | 15.5 | 19 | 18 | 19 | 18 |
| t) Child Care | 20 | 20.5 | 21.5 | 21 | 20 | 21 | 20 | 8.5 | 17 | 15 |
| u) Human Body/Physiology | 21 | 20.5 | 20 | 18 | 21 | 20 | 21 | 19 | 21 | 21 |
| v) Statistics | 22 | 22 | 21.5 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |

98 Florida Humanistic Teachers
58 Florida Behavioristic Teachers
16 Mississippi Humanistic Teachers
15 Mississippi Behavioristic Teachers
114 Combined Fla/Ms Humanistic Teachers
73 Combined Fla/Ms Behavioristic Teachers
187 Combined Fla/Ms Humanistic/Behavioristic Teachers
724 Mississippi Psychology Students
1,215 Florida Psychology Students
1,939 Combined Fla/Ms Psychology Students

TABLE 8

Comparison of Rankings for Topics Teachers Thought Ought to be Included in Precollege Psychology Courses Between the Behavioristic and Humanistic Teachers[a]

| Topics | Behavioristic Teachers F | % | R | Humanistic Teachers F | % | R | $X^{2}$[b] | p | p<.05 |
|---|---|---|---|---|---|---|---|---|---|
| A. Emotions | 49 | 84.5 | 1.5 | 78 | 79.6 | 2.5 | .2981 | .5851 | n.s. |
| B. Mental illness | 49 | 84.5 | 1.5 | 72 | 73.5 | 5.5 | 1.9462 | .1630 | n.s. |
| C. Personality theory | 47 | 81.0 | 3 | 83 | 84.7 | 1 | .1372 | .7111 | n.s. |
| D. Motivation | 45 | 77.6 | 5 | 70 | 71.4 | 8 | .4306 | .5117 | n.s. |
| E. Abnormal behavior | 45 | 77.6 | 5 | 67 | 68.4 | 10 | 1.1078 | .2926 | n.s. |
| F. Learning and thinking | 45 | 77.6 | 5 | 66 | 67.3 | 11 | 1.3957 | .2374 | n.s. |
| G. Growth and development | 44 | 75.9 | 7 | 71 | 72.4 | 7 | .0783 | .7796 | n.s. |
| H. Social behavior | 43 | 74.1 | 8 | 78 | 79.6 | 2.5 | .3488 | .5548 | n.s. |
| I. Mental health | 42 | 72.4 | 9.5 | 72 | 73.5 | 5.5 | .0019 | .9656 | n.s. |
| I. The adolescent | 42 | 72.4 | 9.5 | 69 | 70.4 | 9 | .0071 | .9327 | n.s. |
| K. Intelligence | 41 | 70.7 | 11 | 75 | 76.5 | 4 | .3816 | .5367 | n.s. |
| L. Mental retardation | 39 | 67.2 | 12 | 51 | 52.0 | 18.5 | 2.8545 | .0911 | n.s. |
| M. Sensation and perception | 37 | 63.8 | 13 | 63 | 64.3 | 12 | .0122 | .9119 | n.s. |
| N. Marriage and the family | 36 | 62.1 | 14 | 55 | 56.1 | 16.5 | .3137 | .5754 | n.s. |
| O. History of psychology | 35 | 60.3 | 15 | 55 | 56.1 | 16.5 | .1213 | .7277 | n.s. |
| P. Drugs, alcoholism, etc. | 34 | 58.6 | 16 | 59 | 60.2 | 13.5 | .0007 | .9794 | n.s. |
| Q. Love | 33 | 56.9 | 17 | 59 | 60.2 | 13.5 | .0564 | .8123 | n.s. |
| R. Heredity and genetics | 31 | 53.4 | 18 | 56 | 57.1 | 15 | .0797 | .7778 | n.s. |
| S. Parapsychology, ESP | 30 | 51.7 | 19 | 51 | 52.0 | 18.5 | .0163 | .8985 | n.s. |
| T. Child care | 23 | 39.7 | 20 | 43 | 43.9 | 20 | .1213 | .7277 | n.s. |
| U. Human body, physiology | 22 | 37.9 | 21 | 40 | 40.8 | 21 | .0348 | .8520 | n.s. |
| V. Statistics | 19 | 32.8 | 22 | 36 | 36.7 | 22 | .1082 | .7422 | n.s. |
| W. Other | 2 | 3.4 | -- | 11 | 11.2 | -- | ----- | ----- | ---- |

[a] $r_s(22) = .85$, $p < .001$

[b] $df(1)$

Florida Teachers

TABLE 9

Topics The Humanistic and Behavioristic Teachers Thought Should Be Included Within Precollege Psychology Courses

| Topics | Humanistic Teachers F | % | R | Behavioristic Teachers F | % | R | p[a] |
|---|---|---|---|---|---|---|---|
| a) Personality theory | 15 | 93.8 | 1 | 13 | 86.7 | 3.5 | .95 |
| b) Social behavior | 14 | 87.5 | 2.5 | 12 | 80.0 | 9.5 | .94 |
| c) Emotions | 13 | 81.3 | 4.5 | 12 | 80.0 | 9.5 | .71 |
| d) Learning and thinking | 14 | 87.5 | 2.5 | 10 | 66.7 | 15.5 | .34 |
| e) Drugs, alcoholism, etc. | 13 | 81.3 | 4.5 | 12 | 80.0 | 9.5 | .71 |
| f) Mental illness | 12 | 75.0 | 6.5 | 13 | 86.7 | 3.5 | .13 |
| g) Intelligence | 11 | 68.8 | 10 | 13 | 86.7 | 3.5 | .45 |
| h) The adolescent | 11 | 68.8 | 10 | 13 | 86.7 | 3.5 | .45 |
| i) Abnormal behavior | 11 | 68.8 | 10 | 13 | 86.7 | 3.5 | .45 |
| j) Mental health | 11 | 68.8 | 10 | 12 | 80.0 | 9.5 | .76 |
| k) Marriage and the family | 12 | 75.0 | 6.5 | 10 | 66.7 | 15.5 | .91 |
| l) Growth and development | 10 | 62.5 | 13.5 | 12 | 80.0 | 9.5 | .50 |
| m) Motivation | 9 | 56.3 | 15.5 | 13 | 86.7 | 3.5 | .14 |
| n) Love | 11 | 68.8 | 10 | 10 | 66.7 | 15.5 | .79 |
| o) Mental retardation | 8 | 50.0 | 17.5 | 12 | 80.0 | 9.5 | .17 |
| p) History of psychology | 10 | 62.5 | 13.5 | 9 | 60.0 | 19.5 | .82 |
| q) Sensation and perception | 8 | 50.0 | 17.5 | 10 | 66.7 | 15.5 | .56 |
| r) Parapsychology, esp. | 9 | 56.3 | 15.5 | 9 | 60.0 | 19.5 | .88 |
| s) Heredity and genetics | 6 | 37.5 | 20 | 10 | 66.7 | 15.5 | .20 |
| t) Human body-physiology | 7 | 43.8 | 19 | 10 | 66.7 | 15.5 | .36 |
| u) Child care | 4 | 25.0 | 21 | 6 | 40.0 | 21 | .61 |
| v) Statistics | 3 | 18.8 | 22 | 4 | 26.7 | 22 | .92 |
| $\bar{X}$ = | 14.06 | | | 15.93 | | | |

[a] p based on Chi square (df = 1)

Mississippi Teachers

TABLE 10

Comparison of the Topics and Content the Mississippi and Florida Psychology Students Believed Should be Included in Psychology Courses

| Topics | Mississippi Student Responses F | % | R | Florida Student Responses F | % | R |
|---|---|---|---|---|---|---|
| a. Emotions | 526 | 72.7 | 1 | 906 | 74.6 | 1 |
| b. Love | 512 | 70.9 | 2 | 788 | 64.9 | 4 |
| c. Marriage and the family | 509 | 70.3 | 3 | 714 | 58.8 | 7 |
| d. Drugs, alcoholism, etc. | 468 | 64.6 | 4 | 675 | 55.6 | 10 |
| e. Social behavior | 458 | 63.3 | 5 | 836 | 68.8 | 2 |
| f. Personality theory | 420 | 58.0 | 6 | 813 | 66.9 | 3 |
| g. Mental illness | 413 | 57.0 | 7 | 760 | 62.6 | 5 |
| h. Abnormal behavior | 388 | 53.6 | 8.5 | 722 | 59.4 | 6 |
| i. Child care | 388 | 53.6 | 8.5 | 532 | 43.8 | 17 |
| j. Mental health | 364 | 50.3 | 10 | 577 | 47.5 | 14 |
| k. Mental retardation | 359 | 49.6 | 11 | 684 | 56.3 | 9 |
| l. The adolescent | 340 | 47.0 | 12 | 694 | 57.2 | 8 |
| m. Learning and thinking | 339 | 46.8 | 13 | 632 | 52.0 | 12 |
| n. Parapsychology, esp | 331 | 45.7 | 14 | 637 | 52.4 | 11 |
| o. Intelligence | 321 | 44.3 | 15 | 620 | 51.0 | 13 |
| p. Growth and development | 309 | 42.7 | 16 | 548 | 45.1 | 15.5 |
| q. Motivation | 260 | 35.9 | 17 | 548 | 45.1 | 15.5 |
| r. Heredity and genetics | 248 | 34.3 | 18 | 427 | 35.1 | 19 |
| s. The human body (physiology) | 237 | 32.7 | 19 | 283 | 23.3 | 21 |
| t. History of psychology | 199 | 27.5 | 20 | 406 | 33.4 | 20 |
| u. Sensation and perception | 192 | 26.5 | 21 | 477 | 39.3 | 18 |
| v. Statistics | 120 | 16.6 | 22 | 247 | 20.3 | 22 |

NOTE: The rank-order correlation coefficient for these two sets of data is .87 ($p < .001$). The $\Sigma d^2 = 223$ (df-22).

TABLE 11

Topics the Humanistic and Behavioristic Psychology Teachers and Their Students Ranked As Topics That Should be Included in Psychology Courses on the Precollege Level

| TOPICS | Florida | | Mississippi | | Fla/Ms Combined | | | Fla/Ms Students | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H | B | H | B | H | B | T | M | F | Comb. |
| a) Personality Theory | 1 | 3 | 1 | 3.5 | 1 | 3 | 1 | 6 | 3 | 4 |
| b) Emotions | 2.5 | 1.5 | 4.5 | 9.9 | 3 | 2 | 2 | 1 | 1 | 1 |
| c) Social Behavior | 2.5 | 8 | 2.5 | 9.5 | 2 | 8 | 3 | 5 | 2 | 3 |
| d) Mental Illness | 5.5 | 1.5 | 6.5 | 3.5 | 5 | 1 | 4 | 7 | 5 | 6 |
| e) Intelligence | 4 | 11 | 10 | 3.5 | 4 | 10 | 5 | 15 | 13 | 13.5 |
| f) Motivation | 8 | 5 | 15.5 | 3.5 | 10 | 4.5 | 6.5 | 17 | 15.5 | 17 |
| g) Growth & Developmt | 7 | 7 | 13.5 | 9.5 | 7 | 6 | 6.5 | 16 | 15.5 | 16 |
| h) Abnormal Behavior | 10 | 5 | 10 | 3.5 | 11 | 4.5 | 8 | 8.5 | 6 | 8 |
| i) Mental Health | 5.5 | 9.5 | 10 | 9.5 | 6 | 11 | 10 | 10 | 14 | 13.5 |
| j) The Adolescent | 9 | 9.5 | 10 | 3.5 | 8.5 | 8 | 10 | 12 | 8 | 10 |
| k) Learning & Thinking | 11 | 5 | 2.5 | 15.5 | 8.5 | 8 | 10 | 13 | 12 | 11 |
| l) Drugs, Alcoholism, | 13.5 | 16 | 4.5 | 9.5 | 12 | 14.5 | 12.5 | 4 | 10 | 7 |
| m) Sensation & Percept. | 12 | 13 | 17.5 | 15.5 | 13 | 13 | 12.5 | 21 | 18 | 19 |
| n) Love | 13.5 | 17 | 10 | 15.5 | 14 | 17 | 14.5 | 2 | 4 | 2 |
| o) Marriage & the Fam. | 16.5 | 14 | 6.5 | 15.5 | 15 | 14.5 | 14.5 | 3 | 7 | 5 |
| p) Mental Retardation | 18.5 | 12 | 17.5 | 9.5 | 9 | 12 | 16 | 10 | 9 | 9 |
| q) History of Psychol. | 16.5 | 15 | 13.5 | 19.5 | 16 | 16 | 17 | 20 | 20 | 20 |
| r) Heredity & Genetics | 15 | 18 | 20 | 15.5 | 17 | 18 | 18 | 18 | 19 | 18 |
| s) Parapsychology,Esp | 18.5 | 19 | 15.5 | 19.5 | 18 | 19 | 19 | 14 | 11 | 12 |
| t) Human Body/Physiol. | 21 | 21 | 19 | 15.5 | 20.5 | 20 | 20 | 19 | 21 | 21 |
| u) Child Care | 20 | 20 | 21 | 21 | 20.5 | 21 | 21 | 8.5 | 17 | 15 |
| v) Statistics | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |

TABLE 12

Summary of the Percentages, Adjusted Chi-Square Values, and Ranks Assigned to Types of Instructional Aids and Resource Materials The Florida Humanistic and Behavioristic Psychology Teachers Wanted to See Made Available to Them for Use in Teaching Their Precollege Psychology Courses

| Type of Instructional Material | Humanistic Teachers | | Behavioristic Teachers | | Chi Square (Adjusted) | p |
|---|---|---|---|---|---|---|
| | % | R | % | R | | |
| Materials for classroom experiments | 74.5 | 1 | 74.1 | 2 | .020 | .89 |
| Films | 71.4 | 2.5 | 75.9 | 1 | .174 | .68 |
| Simulation games | 71.4 | 2.5 | 70.7 | 3 | .007 | .93 |
| Filmstrips | 59.2 | 4 | 62.1 | 4 | .035 | .85 |
| Student workbooks | 58.2 | 5 | 55.2 | 5 | .039 | .84 |
| Value sheets | 54.1 | 6 | 25.9 | 13 | 10.680 | .00* |
| Overhead transparencies | 53.1 | 7 | 46.6 | 6.5 | .385 | .54 |
| Audio-cassette tapes | 50.0 | 8 | 46.6 | 6.5 | .083 | .80 |
| Newsletter for teachers | 48.0 | 9 | 31.0 | 10 | 3.626 | .06 |
| Curriculum guide | 35.7 | 10 | 31.0 | 10 | .178 | .67 |
| Different kind of textbook | 33.7 | 11 | 32.8 | 8 | .003 | .95 |
| Reference service for students | 32.7 | 12 | 31.0 | 10 | .001 | .97 |
| Materials for slow learners | 30.6 | 13 | 24.1 | 14 | .468 | .49 |
| Career-related pamphlets | 28.6 | 14 | 22.4 | 15 | .431 | .51 |
| Posters of famous psychologists | 22.4 | 15 | 27.6 | 12 | .280 | .60 |

*$p < .001$.

TABLE 13

Types of Audiovisual Aids and Other Instructional Resources Desired by the Humanistic and Behavioristic Teachers

| Types of Materials | Humanistic Teachers F | % | R | Behavioristic Teachers F | % | R | p[a] |
|---|---|---|---|---|---|---|---|
| a) Films | 13 | 81.3 | 1 | 12 | 80.0 | 3 | .71 |
| b) Materials for classroom experiments | 11 | 68.8 | 2 | 9 | 60.0 | 8 | .89 |
| c) Newsletter for teachers | 10 | 62.5 | 3 | 10 | 66.7 | 5 | .89 |
| d) Filmstrips | 9 | 56.3 | 5 | 13 | 86.7 | 1.5 | .14 |
| e) Cassette audiotapes | 9 | 56.3 | 5 | 10 | 66.7 | 5 | .82 |
| f) Curriculum guide | 9 | 56.3 | 5 | 8 | 53.3 | 10 | .84 |
| g) Overhead transparencies | 8 | 50.0 | 7 | 9 | 60.0 | 8 | .84 |
| h) Simulation games | 7 | 43.8 | 8 | 13 | 86.7 | 1.5 | .03* |
| i) Value sheets | 6 | 37.5 | 9 | 4 | 26.7 | 13.5 | .79 |
| j) Student workbooks | 5 | 31.3 | 10 | 7 | 46.7 | 11.5 | .61 |
| k) Career-related pamphlets | 4 | 25.0 | 11 | 9 | 60.0 | 8 | .11 |
| l) Reference service for students | 3 | 18.8 | 12.5 | 10 | 66.7 | 5 | .02* |
| m) Different kind of a textbook | 3 | 18.8 | 12.5 | 4 | 26.7 | 13.5 | .92 |
| n) Posters of fampus psychologists | 2 | 12.5 | 14.5 | 7 | 46.7 | 11.5 | .09 |
| o) Materials for slow learners | 2 | 12.5 | 14.5 | 3 | 20.0 | 15 | .94 |
| p) Other | 1 | 6.3 | -- | 0 | 0.0 | -- | -- |
| $\bar{X}$ = | 6.25 | | | 8.53 | | | *p < .05 |

[a] p based on Chi-square (df = 1)

Mississippi Teachers

TABLE 14

Comparison of the rankings of the Mississippi and Florida student data for the types of audio-visual materials and instruction resources these students wanted to see their teachers use in teaching them psychology

| | Type of Material | Mississippi Student Responses F | % | R | Florida Student Responses F | % | R |
|---|---|---|---|---|---|---|---|
| a. | Films/movies | 577 | 79.7 | 1 | 946 | 77.9 | 1 |
| b. | Guest speakers | 503 | 65.6 | 2 | 904 | 74.3 | 2 |
| c. | Filmstrips | 462 | 63.8 | 3 | 574 | 47.2 | 5 |
| d. | Materials for classroom experiments | 404 | 55.8 | 4 | 679 | 55.9 | 4 |
| e. | Simulation games | 383 | 52.9 | 5 | 704 | 57.9 | 3 |
| f. | A weekly newspaper | 289 | 39.9 | 6 | 441 | 36.3 | 6 |
| g. | Audio-cassette tapes | 269 | 37.2 | 7 | 373 | 30.7 | 8 |
| h. | A reference service for students | 193 | 26.7 | 8 | 437 | 36.0 | 7 |
| i. | Career-related pamphlets | 188 | 26.0 | 9 | 291 | 24.0 | 11 |
| j. | Student workbooks | 141 | 19.5 | 10 | 254 | 20.9 | 12 |
| k. | Value sheets | 131 | 18.1 | 11 | 299 | 24.9 | 10 |
| l. | Different kind of testbook | 116 | 16.0 | 12 | 344 | 28.3 | 9 |
| m. | Overhead transparencies | 112 | 15.5 | 13 | 206 | 17.0 | 13 |
| n. | Materials for slow learners | 98 | 13.5 | 14 | 137 | 11.3 | 14 |
| o. | Posters of famous psychologists | 51 | 7.0 | 15 | 88 | 7.2 | 15 |
| p. | Other | 42 | 5.8 | -- | 57 | 4.7 | -- |

NOTE: The rank-order correlation coefficient for these two sets of data is .95 ($p < .001$). The $\Sigma d^2 = 28$ (df=15).

TABLE 15

Instructional Aids and Resource Materials Desired by These Humanistic and Behavioristic Psychology Teachers For Helping Them Do a More Adequate Job Teaching Psychology and the Materials and Activities Their Students Wanted These Teachers to Use in Teaching Them Psychology. Rankings For All Items Regardless of Their Mutual Inclusion on Both Questionnaire Survey Forms

| INSTRUCTIONAL AID/ RESOURCE ACTIVITY/MATS. | Florida | | Mississippi | | Fla/Ms Combined | | | Fla/Ms Students | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H | B | H | B | H | B | T | H | B | Comb. |
| a) Films/movies | 2.5 | 1 | 1 | 3 | 2 | 2 | 1 | 1 | 1 | 1 |
| b) Materials for class-room experiments | 1 | 2 | 2 | 8 | 1 | 3 | 2 | 4 | 4 | 4 |
| c) Simulation games | 2.5 | 3 | 8 | 1.5 | 3 | 2 | 3 | 5 | 3 | 3 |
| d) Filmstrips | 4 | 4 | 5 | 1.5 | 4 | 4 | 4 | 3 | 5 | 5 |
| e) Student Workbooks | 5 | 5 | 10 | 11.5 | 5 | 5 | 5 | 10 | 12 | 12 |
| f) Overhead transparencies | 7 | 6.5 | 7 | 8 | 6 | 7 | 6 | 13 | 13 | 13 |
| g) Audiocassette tapes | 8 | 6.5 | 5 | 5 | 8 | 6 | 7 | 7 | 8 | 7 |
| h) Newsletter for teachers | 9 | 10 | 3 | 5 | 9 | 9.5 | 8 | - | - | - |
| i) Values clarification activies/value sheets | 6 | 13 | 9 | 13.5 | 7 | 14 | 9 | 11 | 10 | 11 |
| j) Curriculum guide for psychology courses | 10 | 10 | 5 | 10 | 10 | 11 | 10 | - | - | - |
| k) Reference service for students | 12 | 10 | 12.5 | 5 | 12 | 9.5 | 11 | 8 | 7 | 8 |
| l) Different kind of textbook | 11 | 8 | 12.5 | 13.5 | 11 | 12 | 12 | 12 | 9 | 10 |
| m) Career-related pamph-lets on psychology for students | 14 | 15 | 11 | 8 | 13.5 | 13 | 13 | 9 | 11 | 9 |
| n) Materials for slow learners | 13 | 14 | 14.5 | 15 | 13.5 | 15 | 14 | 14 | 14 | 14 |
| o) Posters of famous psychologists | 15 | 12 | 14.5 | 11.5 | 15 | 8 | 15 | 15 | 15 | 15 |
| p) Guest speakers | -- | -- | -- | -- | -- | -- | -- | 2 | 2 | 2 |
| q) A weekly newspaper for students | -- | -- | -- | -- | -- | -- | -- | 6 | 6 | 6 |

TABLE 16

Instructional Aids and Resource Materials As Ranked by These Teachers and Students For Only Those Aids and Materials Which Were Common to Both Questionnaire Survey Forms

| INSTRUCTIONAL AIDS/ RESOURCE ACTIVITY/MATS. | Florida | | Mississippi | | Fla/Ms Combined | | | Fla/Ms Students | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H | B | H | B | H | B | T | M | F | Comb. |
| a) Films/movies | 2.5 | 1 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 1 |
| b) Materials for classroom experiments | 1 | 2 | 2 | 7 | 1 | 3 | 2 | 3 | 3 | 3 |
| c) Simulation games | 2.5 | 3 | 6 | 1.5 | 3 | 2 | 3 | 4 | 2 | 2 |
| d) Filmstrips | 4 | 4 | 3.5 | 1.5 | 4 | 4 | 4 | 2 | 4 | 4 |
| e) Student workbooks | 5 | 5 | 8 | 9.5 | 5 | 5 | 5 | 8 | 10 | 10 |
| f) Overhead transparencies | 7 | 6.5 | 5 | 7 | 6 | 7 | 6 | 11 | 11 | 11 |
| g) Audiocassette tapes | 8 | 6.5 | 3.5 | 4.5 | 8 | 6 | 7 | 5 | 6 | 5 |
| h) Values clarification activities/value sheets | 6 | 11 | 7 | 11.5 | 7 | 12 | 8 | 9 | 8 | 9 |
| i) Reference service for students | 10 | 9 | 10.5 | 4.5 | 10 | 9 | 9 | 6 | 5 | 6 |
| j) Different kind of textbook | 9 | 8 | 10.5 | 11.5 | 9 | 10 | 10 | 10 | 7 | 8 |
| k) Career-related pamphlets on psychology for students | 12 | 13 | 9 | 7 | 11.5 | 11 | 11 | 7 | 11 | 7 |
| l) Materials for slow learners | 11 | 12 | 12.5 | 13 | 11.5 | 13 | 12 | 12 | 12 | 12 |
| m) Posters of famous psychologists | 13 | 10 | 12.5 | 9.5 | 13 | 8 | 13 | 13 | 13 | 13 |

## A REVIEW OF THE LITERATURE

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with 12,368 students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students (46,547 students). In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics courses.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1961 indicated that over two hundred percent more students were taking the course than had taken it twelve years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1972-73, 6,870 U. S. schools offered specific courses in psychology which enrolled 611,468 students. This enrollment figure represented 3.3 percent of all students enrolled in school during the 1972-73 school year and 8.8 percent of the enrollment in schools which offered these courses.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of precollege psychology:

1. Student enrollment and number of schools offering the course are rapidly increasing.
2. Students and teachers see the course as being valuable.
3. There is a need for psychology courses in the curriculum.
4. Courses are very popular among students.
5. Courses are offered in all fifty states.
6. Courses are most often one semester in length.

7. Courses are offered as an elective more often than as a required subject.

8. Psychology is not required in any state for graduation, but a few isolated schools require it for graduation.

9. Courses are more likely to be offered in schools with over 500 students enrolled.

10. Courses are primarily opened to seniors and juniors.

11. Girls are more likely to take the course than boys.

12. Whites are more likely to enroll in the course than blacks.

13. The course is offered in schools regardless of their urban-suburban-rural settings.

14. Personal adjustment and self-understanding are two of the most often stated objectives of the course.

15. Teachers tend to include in these courses the content and topics they believe ought to be included in psychology courses on this level.

16. Courses are usually assigned social studies credit.

17. Teachers are predominantly certified in social studies.

18. Teachers have little difficulty in identifying their approaches by the labels--"behavioristic" or "humanistic."

19. Teachers develop and use a great deal of materials such as popular magazines to supplement their courses.

20. Until 1973, the T. L. Engle and Louis Snellgrove textbook, Psychology: Its principles and application (various editions) was by far the most popular text.

21. More schools would offer the course if properly trained teachers and finances were available.

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